
TECH-LEVEL ENTERTAINMENT TECHNOLOGY

3D Character Art L/507/6615
Report on the Examination

TVQ01025
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P01 Understand 3D modelling principles for video games

Students did well to identify the required technologies and duties within the field of character art.

Students were not always able to identify the texture types used within video games. Students could improve this by practising applying materials to character models to help them understand the texture map usage and recognition.

P02 Prepare pre-production for 3D Character Modelling

Students should be encouraged to label their sketches and turnaround sheets showing distinction between value and colour.

Value designs should incorporate a range of tones.

PO3 Produce a 3D character model for a video game

Students did well to plan character production.

Students did not make use of clean topology / edges loops for deformation for both the low poly / high poly character. This section of the assessment was handled badly. The following would help with topology.

Facial Topology

There are a variety of industry solutions for character facial topology and students would benefit from looking at these.

Students may find these easy to learn by drawing them on a render of their sculpted model before retopologising.

Body Topology

Students should be encouraged to create articulated bodies with animatable joints.

Students should also be encouraged to work with animators / rig their models to test topology and see their creations in action.

Students produced additional maps such as specular, normal, alpha and ambient occlusion. To improve the generation of the high poly character and normal map students should look to improve their sculpting workflow.

Sculpting

Students should try to create accurate anatomical structures during early stages of sculpting.

Character artists should always focus on large forms to begin and avoid focusing on smaller details until the very end.

PO4 Render final character model and evaluate the process

Students did evaluate the development process well, students should be encouraged to look at artist communities to further improve their evaluation process.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.